

CALIFORNIA SCHOOLS

DECEMBER, 1959



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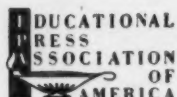
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THE COVER ILLUSTRATION shows a typical classroom science activity.

The addresses summarized in this issue of *California Schools* are the second of a series of addresses which were presented at a workshop on foreign language instruction held at the University of California, Santa Barbara College, June 29 through July 2, 1959. The workshop was planned and conducted by the Bureau of Secondary Education which was assisted by the bureaus of National Defense Education Act Administration, and Audio-Visual Education, of the California State Department of Education. The workshop was held to assist administrators and supervisors of school districts and offices of county superintendents of schools to find ways to improve the teaching and increase the number and extent of courses in foreign language in California secondary schools.

ROLE OF FOREIGN LANGUAGE ORGANIZATIONS IN THE IN-SERVICE EDUCATION OF TEACHERS

A. T. MacALLISTER, *Acting Director, Foreign Language Program, Modern Language Association of America*

The Modern Language Association of America, founded in 1883, is the largest and the most influential single group in America representing the teachers of modern foreign languages. The membership passed 10,000 in 1959. More than half of the members are teachers of English. The Association is composed almost exclusively of instructors and professors in colleges and universities. There are a few members who are among the outstanding teachers in the independent and public secondary schools, but they are a very small minority.

Originally and for several decades after its formation, the Modern Language Association occupied itself actively with all sorts of problems involved in teaching modern languages. Early proceedings and discussions waxed warm over the direct method, the natural method, and the phonetic method; appropriate objectives; the optimum number of teaching periods; what to read, and the like. Early in the century, the pedagogical section quietly disappeared from the annual meeting and hence from the publications of the Association. It became important to cultivate the dignity of the profession. One way of achieving this was to erect a scale of values, which was done. On the scale of values, scholarship and research were at the top, language teaching was at the bottom. The modern languages were in a relatively flourishing position in an academically centered educational system. In 1890, seven years after the Association was launched, 16.3 per cent of the high school students

were studying modern languages. By 1905, only 15 years later, foreign language enrollment had grown to almost 30 per cent. By 1913, about 89 per cent of the colleges and universities required a modern foreign language for entrance—very different from today.

During and since World War II, for the first time, substantial numbers of our citizens have been transplanted in foreign countries long enough and in such situations as to be very much aware of the importance of a foreign language, especially the frustration of not knowing one. Consequently there has been a renaissance of interest in spoken foreign languages and in the problems of methodology in teaching the languages. The direct method has returned to favor in many places. This method, however, seemed doomed to failure for at least three reasons. Most important was the failure on the part of the language teachers, educators, psychologists, and administrators to realize that to acquire and maintain command of a language requires a great deal of time, especially in the early stages of learning. Demonstration of this fact had to wait until World War II gave us the "army method of the army area" in language programs. A second reason for failure was the confused, divided, wavering ranks of the modern language teachers themselves. Some thought of Greek and Latin as means of establishing status and would not believe that added time for learning a language would lend much toward furthering this goal. Others believed in the sacred goals of mental discipline, drama, and translation and saw no reason why any other goals should be considered. These and similar attitudes provided fuel and ammunition to the third reason for failure, certain new theories of education. The polemic literature on education of those years shows the almost pathetic spectacle of the modern language teachers being pursued relentlessly from second to third rate and fourth rate objectives—enrichment of English, building of vocabulary, teaching of English grammar, and even more dubious reasons for studying a language. Never were the values of language itself or direct experience of another culture brought forward.

During this period of the 1920's, several new professional organizations were founded, one as early as 1917. These have come to be known in the profession as the AAT's—the American Association of Teachers of French, German, Italian, Spanish, Portuguese, Slavic and East European languages, and Chinese. These were obviously the belated answer to the neglect, by the Modern Language Association, of every aspect of literary scholarship. In recognition of this in 1927, the Constitution of the Modern Language Association was amended, but the policies of the organization did not permit the study of the problems involved in placing and keeping modern languages in the appropriate position in the instructional program. In 1950 and again in 1951, the Constitution was amended so as to make such study one of the association's aims. Thereafter, action was swift.

The new secretary, William Riley Parker, immediately proposed plans for a project for studying foreign languages, and in 1952, the Rockefeller Foundation made funds available for the project. In conducting this project, the Modern Language Association investigated the importance of foreign language to American life, and organized the Foreign Language Program of the Modern Language Association. With its inception, for the first time in a century the teachers of modern foreign languages had an organization working intelligently and aggressively for the common good. An outstanding feature of the association is its scholarly dedication to the facts and the truth. Indeed, one of the most significant developments ever included in in-service teacher education was the cultivation by the association of a spirit of free and fair inquiry in the area of modern languages. The same policy of co-operation was carried into all the projects in the program. A steering committee was formed and later enlarged to include representatives of the AAT's, who were given responsibility for shaping the organization's general policy. Then, as various problems were taken up, groups of well-informed people were brought together to work out solutions.

In 1952 and 1953, under the promotion of the then Commissioner of Education, Earl McGrath, the teaching of foreign languages in the elementary schools was making rapid progress. Personnel of the Foreign Language Program became much concerned over the shortage of qualified teachers, and privately encouraged a number of qualified teacher training institutions to organize workshops in the summer of 1954. In September, 1954, the Foreign Language Program brought the directors of most of these workshops together for a five-session conference. In these workshops the directors pooled their experiences and wrote a brief guide for use in workshops and in the training of teachers of foreign languages in the elementary schools.

Another sort of in-service education was provided by the Foreign Language Program for the elementary schools. Since the methods and techniques successful for our foreign language program in the elementary grades are not always available, it was decided to prepare a set of guides and records for the several languages. French and Spanish in grades three, four, and five have been prepared. The first of these, *French in Grade Three*, will be available very shortly in revised form.

Another matter of grave concern to the Modern Language Association is the demand put upon the teachers' language skills by the new communication objectives. When we begin dealing with real achievement in language instead of what we might call "book learnin'" about language, it becomes imperative to have teachers with demonstrated proficiency in the language instead of mere units of credit for having taken language courses. Accordingly, in 1955, a steering committee of the Foreign Language Program evolved a statement of qualifications for secondary school teachers of modern foreign languages which specified seven

areas of competency—aural understanding, speaking, reading, writing, language analysis, culture, and professional preparation. The statement was then approved officially by all language teacher associations, and later was the basis of a conference to examine the feasibility of developing tests for these areas of competency for certification. This testing program, in French, German, Italian, Russian and Spanish will be developed by the Modern Language Association under Title VI, Language Development, of the National Defense Education Act of 1958. Its first and special use will be for the evaluation of foreign language institutes in the summer of 1960 and the following years.

The greatest and most successful effort made by the Modern Language Association for the in-service education of teachers is the language development program of the National Defense Education Act of 1958. The scholarly work done by the Foreign Language Program in the preceding years supplied data to demonstrate our language shortcomings, and it was this same honest, fair, and factual approach which did much to assure approval of the Act.

From time to time, as decisions were made at conferences or as any helpful news of importance became available, a foreign language bulletin was issued to many teachers on all levels. To obtain even wider coverage, a monthly newsletter was compiled and sent to presses in the states which had agreed to get out state newsletters. At the end of the academic year, 1958-59, the state newsletters were reaching nearly 28,000 teachers of foreign language.

The goal of the Modern Language Association of America is to see foreign language organizations in every section of the country devoted to action, to scholarly research, and to public spirited co-operation, contributed to by all language teachers.

READINESS FACTORS IN LANGUAGE LEARNING

ELTON HOCKING, *Head, Department of Modern Languages,
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When a foreign language is learned by the audio-lingual or imitative method, the problem of readiness increases, generally speaking, as the age of the learner increases. At a very early age there is no problem at all. Infants enjoy random babbling, and there is a relatively long period of passive absorption of the speech sounds which they hear. Readiness to produce purposeful sounds for communication develops after passive absorption. Imitative skill is greatest in early childhood and no language is "foreign" at this age. We are familiar with the bilingual or multilingual learning of the small children of parents stationed abroad. Not only speech sounds, but also the melodic patterns and flow of foreign

languages are enjoyed and easily acquired by children. To quote Margaret Mead: "Intelligent children can learn a new language in six weeks. You just take them and stick them in a classroom with children who speak another language At the end of six weeks they start to talk. They don't have to be very intelligent. IQ's of 95+ will do, because languages have been built by the human race so that they can be learned by anybody, which is something we don't know in the United States. We think only English was made that way."

The ease and the pleasure that children enjoy in foreign language activity seem to fulfill a need. If they have not learned a foreign language they tend to invent one—pig-Latin, "jive," or a "secret language" of some sort. Evidently there is a childish pleasure and pride in manipulating sounds and in communicating by means of them, to the exclusion of outsiders.

According to authorities such as Wilder Penfield and Frances Ilg, these propensities, both physical and psychological, diminish at the age of puberty. There is a loss of flexibility in the neuromechanisms and a development of self-consciousness or bashfulness in making "funny sounds." Teenage rejection of foreign language speech gradually hardens into adult rationalization: "I never *could* learn a foreign language." This self-imposed attitude may even cause a mental block leading to a sense of inferiority. Such an attitude may partially account for the popular notion that Americans are poor at foreign language learning.

The sequence of hearing, speaking, reading, and writing in the learning of one's mother tongue is also the natural progression of readiness in learning a foreign language by the audio-lingual method. However, the length of time required may be less, since random beginnings are excluded at school age. In school the learner imitates immediately what he hears, learns somewhat later to read what he already can hear and speak with some facility, and eventually learns to write by dictating to himself what he has learned to hear, speak, and read with ease. The timing of these sequences will vary with the age and capabilities of the learner. Reading is ordinarily not introduced before the sixth grade, and writing comes later. (The assumption here is that the foreign language has been introduced in the third grade or earlier.)

As in the natural sequence in the learning of the mother tongue, readiness does not imply perfect performance at first. Trial, error, self-correction, and correction made in response to guidance are all phases of the natural process of developing skill. Overcorrection or frequent interruptions by the teacher tend to diminish the development of a sense of confidence. Since readiness is partly a form of venturesomeness it follows that children who are timid, self-critical, or compulsive perfectionists tend to feel unready and therefore need encouragement. Progress is facilitated by using the technique of minimal differences in

oral pattern practice. This, in turn, promotes recognition in reading and finally in writing.

There seems to be no direct relation between general intelligence and success in learning to speak a foreign language. Glibness is not a function of intelligence. However, we do find a direct relation of success in learning a foreign language with poise and self-confidence, and perhaps there is one between this success and verbal facility in the mother tongue. A definite connection is found between traits of speech and hearing. For example, impaired hearing or stammering may be impediments to the audio-lingual learning of a foreign language. Foreign language verbalism on the other hand, may provide an important outlet for the child who is not accepted by his group. For example, the child of immigrant parents who has heard some foreign language at home may unexpectedly find himself better able than others to detect and imitate the sounds of still another language in school. He may become a star performer in another language and thus acquire status among his classmates. This may improve his confidence in general and his success in other subjects.

It is necessary, also, to distinguish between age levels and maturity levels. Failure to do so results in serious blunders such as analyzing foreign language grammar in a class of third graders. Such efforts, which deal with concepts of syntax and morphology, are exercises in abstraction, and ignore the readiness factor of many students. Even in high school such techniques result in a high per cent of failures in foreign language, no less than in mathematics, and for the same reason. Some of the exceptional students who enjoy studying the technical phases of a language are likely to become foreign language teachers. They usually constitute 1 per cent of the beginners in foreign language classes. It is generally agreed that a high IQ reflects a high measure of skill in verbalism and in dealing with abstractions.

Readiness in language learning by the audio-lingual method is a very different matter. We know that it appears at any early age. Reading readiness comes later and is related to readiness in speaking the native tongue. In learning a foreign language readiness is promoted by the use of material already familiar through oral practice. As for grammatical analysis, this must follow after a long interval and in some cases should be eliminated. Writing in a foreign language must be imitative of an external model, by dictation or by copying, or of an inner model such as a memorized song or poem. The aim should be to provide practice in the use of good language rather than practice in making mistakes. Finally, readiness for literary appreciation and criticism may be on either of two levels. At the spontaneous, instinctive level such readiness, which may appear at an early age, probably is related to appreciation for music and for simple forms of poetry. At the higher levels, it comes

late, if at all, and is related to insights which develop not only from the student's perceptiveness but also from his linguistic skill. However, the audio-lingual method can develop such skill to a degree not attainable by the translation method alone.

All this implies that the foreign language is first learned, or rather used, purely as a form of behavior (imitative); next, as communication (questions and answers); next, as code (literal symbols); and finally, as an end in itself (linguistic study, complex verification, and the like). Foreign language learning may be made accessible to more and more students to the extent that it is begun early, as practice in a form of human behavior, which is to say practice in hearing and speaking. Readiness for such activity is almost universal at an early age and may lead to valuable skills and insights if a normal progression is followed. It has been well observed that most foreign language teaching in this country has been "too little and too late." To this we should add "too abstract."

Readiness can be facilitated by a certain *esprit de corps*, a sense of pride in group activity and attainment, that may well be greater than the sum of its parts or individual contributions. The exchange of tape recordings or letters and pictures with the students in other countries can develop intercultural understandings. Such exchanges can promote interest in and understanding of inhabitants of foreign countries. It all adds up to a broader scope of understanding and experience for the student. His behavior will reflect this development of greater maturity and understanding of other people. In sum, readiness when encouraged and gratified can lead to a sense of further readiness and achievement in a steady progression of human growth and development.

PRINCIPAL APPORTIONMENT OF THE STATE SCHOOL FUND, 1959-60

RAY H. JOHNSON, *Chief, Bureau of School Apportionments and Reports*

The Principal Apportionment of the State School Fund for the fiscal year 1959-60 was certified by the Superintendent of Public Instruction to the State Controller, State Treasurer, State Department of Finance, county auditors, county treasurers, and county superintendents of schools on September 25, 1959, in the amount of \$562,104,324. This apportionment includes basic state aid, state equalization aid, allowances for adults, and budget allowances for county school service funds. This apportionment constitutes the major state contribution for the support of the public school system, exclusive of the state colleges.

An analysis of this year's Principal Apportionment and comparative figures for last year, shows an increase this year of \$60,614,826 or 12.1 per cent. This amount represents the major portion of the total increase, \$62,504,764, in the minimum total of the State School Fund available for school support during the current fiscal year over that available for the prior year. This total increase is the result of (1) the increase in average daily attendance and (2) the law changing the amount to be provided in the fund from \$193.37 to \$201.10 per unit of average daily attendance. The total was determined as follows:

Additional a.d.a.	
197,107 a.d.a. times \$193.37	\$38,114,581
Change in amount per unit of a.d.a.	
3,155,263 a.d.a. times \$7.73	24,390,183
Total	\$62,504,764

The amounts allocated as the Principal Apportionment for the various levels and funds, and the per cent of increase in these allocations are shown in the tabulation on page 491.

Additional allowances shown in the tabulation for elementary schools represent amounts allowed to certain recently reorganized school districts, during the first five fiscal years in the case of unified school districts, or during the first three fiscal years of their existence in the case of union school districts. For the current fiscal year, seven unified school districts and ten union school districts are included. These allowances are provided by law to protect such districts from sudden reduction of state aid which might otherwise result from the formation of larger operating units.

Certain amounts were withheld from the apportionments for schools, as shown in the tabulation, because of the employment last year of an insufficient number of teachers for elementary schools or certificated employees for high schools, in small school districts and in small schools

in districts which maintain two or more schools. "Small" in this connection means an average daily attendance of no more than 100 in elementary schools and no more than 300 in high schools. If additional teachers or certificated employees are employed on or before November 10 of the current year, the amounts withheld or portions thereof will be released in December as a part of the Special Purpose Apportionment.

<i>Level and fund</i>	<i>Amount of Principal Apportionment</i>		<i>Per cent of increase</i>
	<i>1958-59</i>	<i>1959-60</i>	
Elementary schools			
Amount allowed by normal computations	\$359,868,516	\$401,619,833	
Additional allowances to certain reorganized districts	71,437	86,442	
Less amounts withheld because of insufficient number of teachers	—127,731	—141,738	
Gross Total	\$359,812,222	\$401,564,537	11.6
Less amounts withheld for a.d.a. in grades 7-8 in junior high schools	—31,823,144	—37,438,355	17.6
Net Total	\$327,989,078	\$364,126,182	
High schools			
Amounts allowed by normal computations	\$105,655,391	\$121,316,570	14.8
Amounts added for a.d.a. in grades 7-8 in junior high schools	31,823,144	37,438,355	
Less amounts withheld because of insufficient number of certificated employees		—416,529	
Total	\$137,478,535	\$158,338,396	
Junior colleges	\$22,684,946	\$24,979,164	10.1
County school service funds (budget allowances)	\$13,134,843	\$14,734,023	12.2
Correction of apportionments of previous fiscal years			
Less excesses withheld	—430,338	—664,320	
Deficiencies added	632,434	590,879	
Total	\$501,489,498	\$562,104,324	12.1

The Principal Apportionment for 1959-60 for elementary schools, high schools, and junior colleges includes allowances as follows:

A. Basic state aid and related allowances

- 1) Allowances to county school service funds for direct education activities as follows:

	<i>A.d.a.</i>	<i>Amount</i>
Emergency elementary schools	701	\$285,494
Special training schools	3,189	1,267,946
Juvenile hall elementary schools	923	292,924
Physically handicapped pupils at secondary level	35	11,340
Juvenile hall secondary schools	2,965	960,660
Total	7,813	\$2,818,364

- 2) Allowances to county school tuition funds for California pupils attending school in an adjoining state:

	<i>A.d.a.</i>	<i>Amount</i>
Elementary school _____	16	\$2,000
High school _____	128	16,000
Total _____	144	\$18,000

- 3) Allowances of basic state aid to school districts:
An allowance of \$2,400, the constitutional minimum, to school districts which have less than 20 a.d.a.

	<i>A.d.a.</i>	<i>Amount</i>
152 elementary school districts _____	1,866	\$364,800
1 high school district _____	17	2,400
1 junior college district _____	6	2,400
Other elementary school districts _____	2,236,226	279,528,250
Other high school districts _____	744,970	93,121,250
Other junior college districts _____	164,221	20,527,625
Total _____	3,147,306	\$393,546,725

- 4) Grand Total _____ 3,155,263 \$396,383,089

B. State equalization aid

This consists of allowances to compensate in part for the variations in district ability to support schools, provided the district made the required local effort as measured by the tax rate of the preceding fiscal year. State equalization aid is allowed as follows:

	<i>Number of districts</i>	<i>A.d.a.</i>	<i>Amount apportioned</i>
Elementary school _____	1,038	2,026,390	\$119,878,419
High school _____	245	460,301	27,204,920
Junior college _____	18	43,057	4,449,139
Total _____	1,301	2,529,748	\$151,532,478

There was also allowed an amount of \$86,442 as additional equalization aid at the elementary school level for certain recently reorganized school districts to compensate such districts in whole or in part for the loss in state apportionments during their first years of existence by reason of the formation of larger operating units.

Allowances of state equalization aid (\$141,738 for elementary schools and \$416,529 for high schools), computed for certain small schools were withheld in cases where insufficient numbers of teachers (elementary school) or certificated employees (high school) served during the fiscal year, 1958-59. The total sum of \$558,267 was withheld for possible release in December, 1959.

C. Allowances for adults

These allowances were made for each unit of a.d.a. of adults, as defined by Education Code Section 6352, equal to the same amount of basic and equalization aid allowed for each unit of a.d.a. of "other than adults" less \$14 (Education Code Section 17951). Such amount shall not be less than \$125 per unit of a.d.a. nor more than \$220 per unit of a.d.a. The totals of such allowances are included as basic aid and equalization aid shown in Items A and B.

	<i>A.d.a.</i>	<i>Amount</i>
High school _____	40,336	
Basic state aid _____		\$5,042,000
State equalization aid _____		871,557
Junior college _____	35,243	
Basic state aid _____		4,405,375
State equalization aid _____		591,188
Total _____	75,579	\$10,910,120

D. Budget allowances to county school service funds

Budget allowances to county school service funds were made for the supervision of instruction, health, attendance, and guidance services in a total amount of \$5,286,768, and for other purposes in the amount of \$9,447,255, a total of \$14,734,023. The amount of \$5,441,457 available for the direct services exceeded the amount allowed by \$154,689. This remainder will be available as a Final Apportionment in June, 1960. After deducting (1) an amount of \$200,000 for emergency purposes; (2) an amount of \$7,850 for the travel expenses incurred in connection with co-operative county publication projects; and (3) an amount of \$446,132 as the state's share of salaries of county superintendents of schools from the total available amount of \$9,655,105, the balance of the funds available for other purposes was \$9,001,123. The formula in Title 5 of the California Administrative Code provided for an amount of \$9,439,541, or \$438,418 in excess of the funds available. It was necessary, therefore, to apply a multiple factor of .95355516 to reduce the formula amount to \$9,001,123. This reduced amount plus the amount of \$446,132 required for salaries of county superintendents of schools equals the total allowance for "other purposes."

E. Allowances for correction of apportionments of previous fiscal years

As required by law, recomputations of state equalization aid have been made for those districts for which the actual amount of Federal aid under Public Law 874, Section 3, for the fiscal year 1957-58 differed from the estimates employed a year earlier. In addition, recomputations of apportionment have been made for all types of apportionments of previous fiscal years where the amount previously computed has been found to be incorrect, because of the employment of incorrect data or for any other reason. Adjustments are limited to amounts of \$100 or more and are not made for corrections older than the third preceding fiscal year. These adjustments are withheld from this year's apportionment in cases where the previous apportionments were in excess of the correct amounts and, correspondingly, deficiencies in previous apportionments are added to this year's apportionment. The net total of excess withheld is \$73,441.

State total a.d.a. in the public schools during the preceding fiscal year is the main factor in the determination of the amount of the State School Fund for each fiscal year. The a.d.a. in individual districts is the most important single factor in the computation of apportionments. State totals of a.d.a. in graded and ungraded classes, by level, for the past two fiscal years are shown in the following tabulation:

<i>Level and category</i>		<i>Average daily attendance</i>		<i>Per cent of increase</i>
		<i>1957-58</i>	<i>1958-59</i>	
Elementary schools	K-8	2,118,641	2,242,921	5.9
High schools	9-12			
Adults as defined in E.C. 6352		39,510	40,336	
Other		648,700	707,779	
Total high schools		688,210	748,115	8.7
Junior colleges	13-14			
Adults as defined in E.C. 6352		32,743	35,243	
Other		118,562	128,984	
Total junior colleges		151,305	164,227	8.5
Grand total a.d.a. for state apportionment		2,958,156	3,155,263	6.7

The average daily attendance in grades 7 and 8 in junior high schools during the fiscal year 1958-59 was 229,188. The apportionments computed on account of this attendance for elementary school districts at elementary school formula rates amounted to a total of \$37,438,355. The withholding of an amount from an elementary school district, and the addition of this amount to the apportionment for a high school district constitute a partial discharge of the obligation of the elementary school district to the high school district for the fiscal year of apportionment of the tuition transfer required to be paid by the elementary school district to the high school district under the provisions of the Education Code. The average annual unit rate of apportionment for this attendance was \$163.35.

Provisions of Education Code Section 17901 relate exclusively to those school districts which maintained only one elementary school during the preceding fiscal year and in which there was an a.d.a. of less than 101, exclusive of a.d.a. in junior high school grades 7 and 8. This section does not apply to any school district which was formed on or before July 1, 1925, and for which there was levied during the preceding fiscal year a tax of not less than five cents less than the maximum permitted under Education Code Section 20751. Furthermore, the section does not apply to any school district which meets the statutory formula of necessity with respect to the distances that certain numbers of pupils would be required to travel to the nearest other public elementary school. For those districts not meeting the requirements of the section, allowances were made this fiscal year consisting of basic state aid plus state equalization aid, computed by using \$224 per a.d.a. for the computation of foundation program.

Under the provisions of law, an Advance Apportionment consisting of basic state aid for school districts and allowances to county school service funds was certified to the Controller on July 10, 1959, in the amount of \$395,476,143. As directed by law, the Controller issued warrants during the months of July, August, and September for amounts equal to 8 per cent, 16 per cent, and 12 per cent, respectively, of the total so certified. The amount of the Principal Apportionment less the total of the three advance payments will be disbursed by the Controller during the remaining nine months of the fiscal year, October, 1959, through June, 1960; one-tenth of the remainder will be disbursed in each of those nine months; and during the month of November, 1959, or such other month in the fiscal year as may be selected by the Controller, there will be disbursed an additional one-tenth of that remainder. Warrants for the months of December and January, at the discretion of the Controller, may be reduced not to exceed 50 per cent, and the amount reduced shall be included in the warrants for any later month or months in the fiscal year as the Controller so determines.

The State School Fund for this fiscal year is estimated to amount to \$638,024,330. This amount is computed in the following manner:

a) A.d.a. 3,155,263 \times \$201.10	\$634,523,389
b) Amount added for corrections in prior year apportionments	73,441
c) Allowances for automobile driver training (estimated in State Budget)	3,412,500
d) Estimated allowances for project connected pupils (estimated in State Budget)	15,000
Estimated State School Fund	\$638,024,330

The remainder of the State School Fund, \$75,920,006, will be apportioned during the current fiscal year. The remaining apportionments will include:

A. Special Purpose Apportionment, scheduled for December 10, 1959

This will include (1) a release of amounts previously withheld, to the extent justified by the employment of additional teachers and certificated employees for small elementary schools and small high schools; (2) reimbursement of approved excess expense for physically handicapped and mentally retarded minors; (3) reimbursement for transportation of certain exceptional minors; (4) reimbursement for pupil transportation; (5) reimbursement of approved excess expense for pupils instructed in automobile driver training; and (6) approved amounts for project connected pupils. A maximum of \$36,727,261 is reserved for this apportionment in accordance with the schedule set forth in the apportionment law. In addition, a maximum of \$558,267, withheld from the Principal Apportionment, may be released. Further additions of the amounts required for automobile driver training, \$3,412,500, and for project connected pupils, \$15,000, make an estimated maximum total of \$40,713,028 for the Special Purpose Apportionment on December 10, 1959.

B. First Period Apportionment for Growth, scheduled for February 20, 1960

A maximum of \$13,908,399 may be apportioned at that time.

C. Second Period Apportionment for Growth, scheduled for June 25, 1960

An amount of \$20,862,599 is reserved by law for the Second Period Apportionment for Growth, if needed; and this amount may be augmented by any portion of the amount reserved, but not actually needed, for the First Period Apportionment for Growth.

D. Apportionments for the reimbursement of county school service funds

Apportionments will be made as needed during the fiscal year for the reimbursement of county school service funds, based upon claims filed by county superintendents of schools not later than June 10, 1960, for approved emergency purposes, when and to the extent such emergencies have materialized, in a total amount of not more than \$207,850.

E. Final Apportionment, scheduled for June 25, 1960

This apportionment is the distribution of the balance in the State School Fund after the apportionments mentioned above have been made. Such balances are applied for the following purposes in the order listed:

1. Deficits in equalization aid at three levels (Principal Apportionment)
2. Deficits in First Period Apportionment for Growth
3. Deficits in Second Period Apportionment for Growth
4. Deficits in apportionments for transportation of physically handicapped and severely mentally retarded; excess expense allowances for mentally retarded; and excess expense allowances for severely mentally retarded (Special Purpose Apportionment)
5. Deficits in apportionments for transportation aid (Special Purpose Apportionment)
6. Additional state aid to all school districts not to exceed \$5 per unit of a.d.a.
7. Additional equalization aid to school districts receiving equalization aid in the Principal Apportionment

The following schedule presents the sources of estimated monthly disbursements to be made from the State School Fund, under the provisions of Education Code Section 17352, for the fiscal year 1959-60.

July, 1959	\$31,638,091.00
8 per cent of Advance Apportionment	
August, 1959	63,276,183.00
16 per cent of Advance Apportionment	
September, 1959	47,457,137.00
12 per cent of Advance Apportionment	
October, 1959	41,973,291.30
One-tenth of the difference between Principal Apportionment (\$562,104,324) and the three Advance Apportionments (\$142,371,411)	
November, 1959	83,946,582.60
Two-tenths of the difference as explained for October	
December, 1959	58,258,502.50
Four-tenths of Special Purpose Apportionment (\$16,285,211.20) plus the one-tenth difference explained for October (\$41,973,291.30)	
January, 1960	46,044,594.10
One-tenth of the Special Purpose Apportionment (\$4,071,302.80) plus the one-tenth difference explained for October (\$41,973,291.30)	
February, 1960	59,952,993.30
First Period Growth Apportionment (\$13,908,399.20) plus the one-tenth difference explained for October (\$41,973,291.30) plus one-tenth of Special Purpose Apportionment (\$4,071,302.80)	
March, 1960	46,044,594.10
Same as explained for January	
April, 1960	46,044,594.10
Same as explained for January	
May, 1960	46,044,594.10
Same as explained for January	

June, 1960 _____ 67,135,322.90

Same as explained for January (\$46,044,594.10) plus
Second Period Growth (\$20,862,598.80) plus Final
Apportionment (\$228,130)

Any month as needed _____ 207,850.00

\$200,000 reserved for Emergency Apportionment to
county school service funds and \$7,850 for neces-
sary travel expenses incurred in connection with co-
operative county publication projects

Total State School Fund _____ \$638,024,330.00

(Including estimate for project connected pupils and
state budget estimate for driver training)

A STUDY OF THE ELIGIBILITY OF GRADUATES OF CALIFORNIA PUBLIC HIGH SCHOOLS FOR ENROLLMENT IN CALIFORNIA PUBLIC INSTITUTIONS OF HIGHER LEARNING

T. C. HOLY and ARTHUR D. BROWNE¹

"A Study of the June 1955 Graduates of Public High Schools in Certain California Counties" was reported in *California Schools*² and in *A Study of the Need for Additional Centers of Public Higher Education in California*.³ In this study the transcripts of 41,423 June, 1955, graduates of 265 public high schools in 41 California counties were analyzed to determine the graduates' eligibility for admission to the University of California and to state colleges.

Since the graduates from the public high schools in Los Angeles and San Francisco counties were not included in the study and 42.2 per cent of all the June, 1955, graduates were from those schools, the findings were considered inadequate as a basis for formulating answers to the two questions that follow:

1. How do California high school graduates distribute themselves according to their eligibility for admission to the University of California, the state colleges, and the junior colleges?
2. Of those eligible to enter each of these educational institutions, what proportion actually does enter?

ADMISSION REQUIREMENTS

The answer to the first of the questions depends upon the differences in the admission requirements of the three types of California public institutions of higher learning. These differences in admission requirements are due to the differences in the functions of the institutions. Such differentiation of functions is defined in the following statement, which was made by the Regents of the University of California and the State Board of Education:

... the junior colleges continue to take particular responsibility for technical curriculums, the state colleges for occupational curriculums, and the University of California for graduate and professional education and research.⁴

¹ T. C. Holy, Special Consultant in Higher Education, University of California, and Arthur D. Browne, Specialist in Higher Education, State Department of Education, comprise the Joint Staff of the Liaison Committee of the Regents of the University of California and the State Board of Education.

² H. H. Semans, T. C. Holy, and L. H. Dunigan, "A Study of the June 1955 Graduates of Public High Schools in Certain California Counties," *California Schools*, XXVII (December, 1956), 417-30.

³ H. H. Semans and T. C. Holy, *A Study of the Need for Additional Centers of Public Higher Education in California*. Sacramento: California State Department of Education, January, 1957, pp. 123-36.

⁴ T. R. McConnell, T. C. Holy, and H. H. Semans, *A Restudy of the Needs of California in Higher Education*. Sacramento: California State Department of Education, 1955, p. 89.

The provisions made for differentiation in entrance requirements are as follows:

1. The principal of any two-year junior college must permit any high school graduate and any other person over eighteen years of age and who in his judgment is capable of profiting from the instruction given to enroll in the college.⁵
2. The State Board of Education may prescribe the standards of admission for students entering the state colleges.⁶ At present, most students are admitted under the following requirement: "70 semester periods of course work in subjects other than physical education and military science with grades of "A" or "B" (not an average) in the last three years of high school."
3. The Regents of the University of California can establish admission requirements for the University; however, they have authorized the Academic Senate, subject to the approval of the Regents, to "determine the conditions for admissions, for certificates and degrees. . . ." ⁷ There are a number of ways by which students may be admitted to the University. The great majority, however, are admitted under the subject pattern and graduate requirements as approved by the Regents. Fully 90 per cent of the freshmen admitted to the University during 1952-1956 came in under this plan,⁸ which is as follows:

"B" average (an "A" will balance a "C") only in the *a* to *f* subjects shown in the following list—these subjects taken in the tenth, eleventh, and twelfth grades. "D" grades in an *a* to *f* subject will prevent admission.

<i>"a" to "f" subjects</i>	<i>Semester periods</i>
<i>a</i> U. S. history or U. S. history and civics	10
<i>b</i> English	30
<i>c</i> Mathematics (algebra, geometry, trigonometry)	20
<i>d</i> A year's course in one laboratory science taken in the junior or senior year	10
<i>e</i> Foreign language (in one language)	20
<i>f</i> Advanced course chosen from <i>one</i> of the following:	
(1) Mathematics	10
(2) Foreign language if same language as <i>e</i> above, and if different language, 20	10 or 20
(3) Physics or chemistry in addition to science offered under <i>d</i>	10

ELIGIBILITY OF GRADUATES FOR ADMISSION TO CALIFORNIA PUBLIC INSTITUTIONS OF HIGHER LEARNING

One purpose of the present study was to secure from the public high schools in Los Angeles and San Francisco counties the additional data needed to establish an adequate basis for formulating an answer to the

⁵ Education Code Section 5706.

⁶ Education Code Section 23701.

⁷ *By-Laws and Standing Orders of the Regents of the University of California*, p. 44.

⁸ The June 17, 1958 Report of the University Board of Admissions and Relations with Schools to the Academic Senate, p. 4.

first question: "How do California high school graduates distribute themselves according to their eligibility for admission to the University of California, the state colleges, and the junior colleges?"

The data collected for this purpose pertained to the June, 1957, graduates of public high schools in Los Angeles county outside the city of Los Angeles and to the June, 1958, graduates of the public high schools in the city of Los Angeles and in San Francisco. They were secured from (1) the Evaluation and Research Section of the Los Angeles Public Schools; (2) the Office of the Los Angeles County Superintendent of Schools; and (3) the Bureau of Research of the San Francisco Public Schools. In each instance the data were secured from the permanent records of the graduates.

Table 1 shows that the per cent of public high school graduates who were eligible for admission to the University of California (14.3 per cent in the Los Angeles City High School District; 14.5 per cent in Los Angeles County outside Los Angeles City High School District; and 16.8 per cent in the San Francisco Unified School District) was higher in each case than the 11.4 per cent from 41 counties reported as eligible in *A Study of the Need for Additional Centers of Public Higher Education*.⁹ However, the reverse was true with respect to the students who were eligible for entrance to the state colleges but not to the University of California—26.2 per cent, 28 per cent, and 29 per cent, respectively, as compared with 32.2 per cent for the 41 counties—a difference that is statistically significant. The 58.1 per cent of graduates of public high schools in Los Angeles County and San Francisco County who did not qualify for admission to the University of California or to a state college approximates the 56.4 per cent for the public high schools in the 41 counties.

The major significance of these data for higher education in California is that 57.1 per cent, or 42,071 of the 73,679 public high school graduates whose permanent scholastic records were examined could not qualify for admission either to the University or to a state college. Therefore, the only opportunity for this vast number of high school graduates to continue in public higher education is offered by the junior colleges. The foregoing figures present evidence of the need for the graduates of public high schools in each area of the state to have ready access to a junior college. As long as the University and the state colleges adhere to present admission requirements, the establishment of new campuses of the University of California and new state colleges will not meet California's higher education needs. If admission requirements were raised, the net result would be a still higher per cent of high school graduates ineligible to attend California public institutions of higher education other than the junior colleges.

⁹ H. H. Semans and T. C. Holy, *A Study of the Need for Additional Centers of Public Higher Education in California*, op. cit., Table 30, pp. 126-27.

TABLE 1

ELIGIBILITY OF JUNE GRADUATES FROM PUBLIC HIGH SCHOOLS IN LOS ANGELES COUNTY (1957), LOS ANGELES CITY (1958), AND SAN FRANCISCO (1958), TO ENTER THE UNIVERSITY OF CALIFORNIA AND THE CALIFORNIA STATE COLLEGES, WITH A COMPARISON TO JUNE, 1955, GRADUATES OF PUBLIC HIGH SCHOOLS IN 41 OTHER CALIFORNIA COUNTIES

High schools studied		Students meeting requirements						Number of graduates studied
Location	Number ¹	University of California		State colleges but not University of California		Neither the University nor state colleges		
		Number	Per cent	Number	Per cent	Number	Per cent	
Los Angeles City.....	36	1,789	14.3	3,286	26.2	7,450	59.55	12,525
Los Angeles County (outside Los Angeles City).....	52	2,528	14.5	4,886	28.0	10,055	57.6	17,469
San Francisco.....	7	379	16.8	657	29.0	1,226	54.2	2,262
Total.....	95	4,696	14.6	8,829	27.4	18,731	58.1	32,256
41 counties ²	265	4,703	11.4	13,349	32.2	23,371	56.4	41,423
GRAND TOTAL.....	360	9,399	12.8	22,178	30.1	42,102	57.1	73,679

¹ Evening, vocational, and continuation high schools are not included.

² H. H. Semans and T. C. Holy, *A Study of the Need for Additional Centers of Public Higher Education in California*. Sacramento: California State Department of Education, 1957, Table 30, pp. 126-27.

When the results of *A Study of the Need for Additional Centers of Public Higher Education in California* regarding the eligibility of public high school graduates for entrance to institutions of higher education were made available, some persons were greatly disturbed, for they believed that a low per cent of eligibility implied poor quality in the programs offered in the high schools. Not one, but many factors affect eligibility rates. Some of these factors were reported in the 1957 study as follows:

... It would be unwise to draw any inferences concerning the quality of programs offered by high schools in a county as related to per cent of students meeting University of California and state college entrance requirements. The differences on this score among counties may be due to a number of factors including the following:

1. Differences in amount of student interest in University purposes . . . as compared to state college and junior college purposes. The differences in purposes result in differences in subject pattern requirements for entrance . . .
2. Differences in counseling and grading practices among schools of different counties.
3. Differences in student habits of meeting all University and state college entrance requirements in high school or postponing some of the requirements to the junior college years and then transferring to the University or a state college.
4. Students in counties far from a University campus or state college may see no possibility of University or state college attendance and therefore have no reason to meet the University or state college entrance requirements.
5. Other less observable reasons may be ethnic background, status of higher education in the community, social and economic conditions in the county, and degree of student academic ability and perseverance.¹⁰

PROPORTION OF HIGH SCHOOL GRADUATES ENTERING CALIFORNIA PUBLIC COLLEGES AND UNIVERSITIES

A second purpose of the present study was to secure the additional data needed to establish a sound basis for the formulation of an answer to the second question: "Of those eligible to enter each of these educational institutions, what proportion actually does enter?"

In the study of June, 1957, graduates, data regarding the type of higher educational institutions attended were secured from the principals of high schools in the 41 counties, because in many instances no records of the post high school educational activities of the graduates were available for examination. This same condition also existed in the schools in the two counties included in the present study.

Data from the high schools in the city of Los Angeles were gathered by the Evaluation and Research Section of the Los Angeles Public Schools through a post card questionnaire sent to a sampling of one out of seven June, 1958, high school graduates. The survey results were reported by the Evaluation and Research Section of the Los Angeles City School Districts as follows:

As has been shown, slightly more than 12,500 pupils were graduated from Los Angeles high schools in June, 1958. As a part of a regular program of following

¹⁰ *Ibid.*, pp. 128-29.

pupils after graduation, a sample of approximately one in seven of the graduates was randomly selected. This sample contained a total of approximately 1800 cases.

To these graduates were sent letters enclosing postal cards on which the recipients were asked to designate whether they were attending a college, junior college, or university, the number of units in which enrolled, and the name of the institution.

First replies were disappointing from the standpoint of numbers, and a second letter was addressed to the graduates. In a number of instances, it was found from the first mailing that the individual could not be located by the post office. In such cases, an alternate name was drawn.

By November 1, 1958, slightly more than 1000 replies had been received. These are summarized in [the following table].

TABLE 2
DISTRIBUTION OF JUNE, 1958, GRADUATES ACCORDING TO TYPE
OF INSTITUTION OF HIGHER EDUCATION ATTENDED ¹

Type of institution attended	Number of graduates enrolled	Per cent of graduates
University ²	195	18.1
Four-year college.....	70	6.5
Junior college.....	483	44.9
None.....	328	30.5
Total.....	1,076	100.0

¹ Corresponds to Table VII in the report.

² All universities where students were enrolled.

Although Table VII [in the report], indicates that about 70 per cent of the June, 1958, high school graduates had enrolled in a collegiate-level institution during the ensuing fall semester, it is this writer's belief that these figures are slightly on the optimistic side. Earlier it was pointed out that a second letter was necessary to elicit additional responses. Replies to this second letter showed a somewhat higher proportion of "Not Enrolled" graduates. This appears to make reasonable the assumption that those from whom no replies were received at any time would show an even greater proportion of graduates not enrolled.

In any case, the nearly 70 per cent in collegiate-level institutions is astonishingly high. Even the approximately 25 per cent enrolled in four-year colleges and universities is greater than expected. It should also be observed that many of those enrolling in junior colleges will later transfer to regular colleges or universities. Data from one junior college indicated that this may be true of as many as 35 per cent of the junior college enrollees. However, two of the seven Los Angeles junior colleges are primarily for technical and business education students, so the true proportion of all junior college enrollees who later transfer to regular colleges or universities is probably less than the 35 per cent shown for this one junior college.¹¹

Of the 195 graduates who were enrolled in the fall of 1958 in a university, 45.4 per cent were enrolled on the campus of the University of California, Los Angeles, and 12.1 per cent on other campuses of the University. Of the 70 who were enrolled in four-year colleges, 22.3 per

¹¹ Research Report No. 217, *College Eligibility of Los Angeles City High School Graduates*, Los Angeles City School Districts, Evaluation and Research Section, November, 1958, pp. 10-11.

cent were attending Long Beach State College; 21.7 per cent, San Fernando Valley State College; and 3 per cent, San Jose State College.

The Los Angeles report contained the following comment regarding the fact that nearly three times as many students enrolled in universities as in four-year colleges:

Four-year collegiate institutions did not attract nearly as many graduates as did the universities, despite the minimal entrance requirements of the state colleges. It is noteworthy, however, that various state colleges accounted for at least half of the enrollees. Undoubtedly, this figure would have been enhanced had the new Los Angeles State College been accepting freshmen. However, that institution will not enroll a freshman class until fall, 1959.¹²

In Los Angeles County outside the city of Los Angeles, there were 35 separate school districts that operated high schools. Representatives of these districts were asked to answer the following questions:

How many June, 1957 graduates from your high school enrolled in institutions of higher education in 1957-58? Replies should be based, insofar as possible, on objective data such as grade reports from the institutions actually attended.

How many graduates enrolled in the following types of institutions within Los Angeles County:

1. Public junior colleges?
2. State colleges?
3. University of California?
4. Private colleges?

How many graduates enrolled in the following types of institutions in California, outside Los Angeles County:

1. Public junior colleges?
2. State colleges?
3. University of California campuses?
4. Private colleges?

How many graduates enrolled in colleges and universities outside California?

It was agreed at a meeting which the Joint Staff of the Liaison Committee held with representatives of the school districts on July 20, 1958, that personnel of each school district would employ whatever means were available for obtaining the required information, and that they would indicate their judgment concerning the relative validity of such information.

The administrators of the school districts used a variety of methods for deriving the information. Some used the results of follow-up studies they had made of their graduates; certain of them relied upon the opinions of their counselors and other school personnel regarding the whereabouts of their graduates; and others relied on transcript requests and reports received from collegiate institutions.

Data were secured for 18,320 June, 1957, graduates of the 52 public high schools in Los Angeles County outside the city of Los Angeles. These are summarized in Table 3.

In addition to the 8,887 graduates enrolled in California institutions in the fall of 1957, there were 621 attending colleges outside the state.

¹² *Ibid.*, p. 13.

The grand total, therefore, shows that 51.9 per cent of the graduates were continuing their education during 1957-58.

The only information secured from the San Francisco Unified School District in response to the second question considered in the present study was obtained by a questionnaire which the Department of Child Welfare of the district distributed to the June, 1958, seniors prior to graduation. Nearly all (99.8 per cent) of the 2,275 graduates completed the questionnaire. About two-thirds of the total, or 1,493 students, stated that they intended to continue their education either in California institutions or elsewhere. Among the graduates planning to continue their education, 55.8 per cent intended to enroll in the San Francisco City Junior College, 12.9 per cent in the San Francisco State College, and 10 per cent in the University of California, Berkeley.

TABLE 3

DISTRIBUTION OF JUNE, 1957, GRADUATES OF 52 HIGH SCHOOLS IN LOS ANGELES COUNTY OUTSIDE THE CITY OF LOS ANGELES WHO CONTINUED THEIR EDUCATION DURING THE 1957-58 ACADEMIC YEAR WITHIN THE STATE BY TYPE OF INSTITUTION

Location of schools attended	Number enrolled	Per cent of those enrolled in California				Per cent of 18,320 graduates studied
		Public junior colleges	State colleges	University of California	Private colleges	
Within Los Angeles County.....	7,663	79.0	5.9	5.4	9.8	41.8
Outside of Los Angeles County.....	1,224	14.2	15.6	29.0	41.2	6.7
Total.....	8,887	70.2	7.2	8.7	14.1	48.5

Nearly 70 per cent of the sample of 1958 graduates of the public high schools in the city of Los Angeles were reported as enrolled in higher education institutions, and 66 per cent of the June, 1958, graduates of the San Francisco public high schools declared their intention of continuing their education beyond high school. These figures are in sharp contrast to the results of the earlier study of June, 1955, graduates in 41 counties, of which only 43 per cent were continuing their education beyond high school in California institutions of higher learning.

Several reasons may be offered to explain, in part, this discrepancy. First, the data in the present study pertain to enrollments in higher in-

stitutions of learning regardless of location, whereas the 1955 study accounts only for enrollments in California institutions. Secondly, the Los Angeles City results may have been distorted if there existed a tendency for larger proportions of collegiate students than others to respond to a questionnaire regarding college enrollment. In the light of other studies of the intent of high school graduates to continue their education beyond high school, as compared with what they did, the conclusions drawn from the Los Angeles report are undoubtedly also applicable to the situation in San Francisco. Thirdly, in the large metropolitan areas of the state where higher education facilities are readily accessible, such as in Los Angeles and San Francisco, a larger proportion of the high school graduates than in other areas undertake post-high school education. Among the June, 1957, graduates of Los Angeles County public high schools, 51.9 per cent continued their education beyond high school, with 48.5 per cent of the total doing so in California institutions. This latter figure may be compared with the corresponding figure of 43 per cent in the 1955 study. Finally, part of the increase in the per cent of those continuing their education may be attributed to the ever-increasing tendency of youth to seek higher education.

The earlier study included a third question: "How do the admission requirements of each institution relate to the academic ability of those who qualify for admission?" The answers to this question were compiled and presented in a table titled "Distribution of June 1955 High School Graduates from 30 Selected California Counties Who Meet the University of California and State College Admission Requirements, According to Intelligence Quotients," and the following statement was made regarding the information presented:

Had a uniform test or battery of tests of aptitudes been used in the high schools included in Table 3, the Joint Staff would present the table with much more confidence in its validity. Unfortunately, 35 different mental ability tests, with varying degrees of validity, were used according to the reports of the high schools themselves. Despite this weakness, the table is included because it represents the only information available on this important aspect of higher education.¹³

In the present study, intelligence quotients were obtained for 23,709 of the high school graduates in the two counties. Due, however, to the wide variety of tests used and the lack of comparability among tests, it seemed best not to include these figures in this report. Instead, the Joint Staff wishes to call attention, as was done in the original study, to the need to have a uniform basis for determining a student's ability to succeed in the field of higher education. The *Restudy of the Needs of California in Higher Education* recognized this need and presented the following recommendation:

¹³ H. H. Semans, T. C. Holy, and L. H. Dunigan, "A Study of the June 1955 Graduates of Public High Schools in Certain California Counties," *op cit.*, Table 3, p. 425.

It is therefore recommended that the high schools, the junior colleges, the state colleges, the University of California, and if they so desire, independent institutions, co-operate in establishing a state-wide high school testing program for the purpose of supplying essential data for counseling students concerning college attendance, in predicting college success, and in administering admission policies.¹⁴

This recommendation was approved by the Liaison Committee of the Regents and the State Board of Education on December 18, 1954, and by the Regents on March 18, 1955, but as yet no action has been taken on it by the State Board of Education.

¹⁴ T. R. McConnell, T. C. Holy, and H. H. Semans, *A Restudy of the Needs of California in Higher Education*, *op cit.*, p. 117.

Departmental Communications

OFFICE OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION

ROY E. SIMPSON, *Superintendent*

APPOINTMENTS TO STAFF

FRANK A. BAUMAN was appointed Consultant in National Defense Education, Bureau of National Defense Education Act Administration, June 10, 1959. Prior to his appointment, Mr. Bauman taught mathematics and science at Davis Joint Union High School, Davis, California, from 1956 to 1959; at Analy Union High School, Sebastopol, California, from 1954 to 1956; and at Central Union High School, Fresno, California, from 1951 to 1954. He received his bachelor of arts degree from Fresno State College in 1950.

RICHARD K. GARBER was appointed Consultant in National Defense Education, Bureau of National Defense Education Act Administration, June 8, 1959. A graduate of the College of the Pacific, with a bachelor of arts degree in chemistry, Mr. Garber taught physics and chemistry in the Shasta Union High School District, Redding, California, from 1954 to 1959; and was a chemist in private industry from 1951 to 1954. He will serve as a traveling consultant for the bureau, with headquarters in Redding.

BUREAU OF TEXTBOOKS AND PUBLICATIONS

IVAN R. WATERMAN, *Chief*

RECENT PUBLICATIONS OF THE DEPARTMENT OF EDUCATION

Home and Hospital Instruction in California. Compiled by Jane Stoddard and Beatrice E. Gore, Consultants, Education of Physically Handicapped Children, Bureau of Special Education, California State Department of Education, Bulletin of the California State Department of Education, Vol. XXVIII, No. 3, May, 1959. Pp. x + 78.

This bulletin is planned as a guide for developing and operating educational programs for physically handicapped children who are homebound or hospitalized. Administrative policies for such programs are discussed and include those relating to the eligibility of pupils for instruction, the types and extent of services offered, admission and dismissal procedures, the establishment of standards for the selection of teachers, and the provision of in-service training. The role of the teacher, the instructional program at various grade levels, the use of equipment and materials, and guidance services are described. Appendixes contain Education Code provisions

relating to the instruction of homebound and hospitalized minors, and suggested forms for use in the program.

Copies have been distributed to county, city, and district superintendents of schools, to principals of elementary schools in districts not employing superintendents, to principals of junior high schools, to principals of senior and four-year high schools with superintendents eliminated, to principals of junior colleges, and to selected personnel. The price per copy is 35 cents plus sales tax on California orders.

Administration of the School District Budget. School Business Administration Publication No. 7. Compiled by J. Dwight Cate and Ernest E. Lindsay, Field Representatives, Bureau of Administrative Services, California State Department of Education. Bulletin of the California State Department of Education, Vol. XXVIII, No. 4, May, 1959. Pp. xiv + 106.

Guidelines for administering school district budgets are presented in logical sequence. The applied uses of the guidelines are clearly outlined in relation to long-range budget planning, procedures in developing the budget, budgeting control, and evaluation of the budget. Appendixes include statements of policies; a typical budget calendar; tables showing past and projected enrollments, facilities, and salary expenditures; budget request forms; a sample line item budget; budget comparison costs per average daily attendance, and a chart showing income and expenditure by funds, for California school districts for the fiscal year, 1956-57.

Copies have been distributed to county, city, and district superintendents of schools, to principals of elementary schools, senior and four-year high schools, and junior high schools in districts not employing superintendents, and to selected personnel. The price is 70 cents per copy plus sales tax on California orders.

A Bibliography of Science Books for Elementary School Children. Prepared by Ester K. Nelson, Consultant, Elementary Education, Bureau of Elementary Education, California State Department of Education. Bulletin of the California State Department of Education, Vol. XXVIII, No. 5, September, 1959. Pp. viii + 120.

The bibliography contained in this bulletin is designed to give assistance to those who are responsible for the selection of science books for use in the elementary school. In the compilation of the bibliography, science books were analyzed according to (1) the value they were considered to have for elementary school children; (2) the major scientific emphasis corresponding to each of the six divisions of the bibliography; and (3) the topics included in the science curriculum of the elementary school. The six section headings are as follows: Living Things, The Earth, The Universe, Physical and Chemical Phenomena, People and Events of Science, and Multiple Topics.

Copies have been distributed to county, city, and district superintendents of schools, to principals of elementary schools, junior high schools, junior-senior high schools, and to selected personnel. The price is 50 cents per copy, plus sales tax on California orders.

Attendance Accounting in California Public Schools, 1959 Edition. School Business Administration Publication, No. 5. Compiled by E. R. Deering, Consultant, Child Welfare and Attendance, Bureau of Administrative Services, California State Department of Education. Bulletin of the California State Department of Education, Vol. XXVIII, No. 6, September, 1959. Pp. xii + 124.

This bulletin incorporates the changes in methods and procedures of school attendance accounting that have resulted from legislation enacted in 1959. The

purpose of the bulletin is to give information concerning the laws and regulations relating to the recording and reporting of pupil attendance to public school administrators and others who have the responsibility for attendance accounting, and to suggest procedures that will lead to a reasonable degree of conformity in attendance accounting throughout the state.

Copies have been distributed to county, city and district superintendents of schools, to high school principals in districts not employing superintendents, and to attendance supervisors. The price is 50 cents per copy, plus sales tax on California orders.

A Study of Technical Education in California: Guidelines for the Development and Operation of Technical Education Programs in the Junior College. Prepared by Herbert S. Wood, Special Supervisor, Technical Education, Bureau of Industrial Education, California State Department of Education. Bulletin of the California State Department of Education, Vol. XXVIII, No. 7, September, 1959. Pp. vi + 122.

This bulletin, based on a study of technical education in California, conducted during 1958-59 by the Bureau of Industrial Education of the California State Department of Education, provides guidelines for the development and operation of technical education programs in the junior college. It brings together information from various sources concerning successful programs, practices, methods and techniques; points out certain critical problems that were beyond the scope of the study; and presents suggestions for establishing, operating, and evaluating a technical education program. Appendixes include a guide to community occupational surveys, samples of follow-up forms used in a survey, and a bibliography.

Copies have been distributed to county superintendents of schools, to superintendents of districts maintaining secondary schools, to principals of secondary schools, and to selected personnel. The price is 60 cents per copy plus sales tax on California orders.

Directory of Administrative and Supervisory Personnel of California Public Schools, 1959-60. Bulletin of the California State Department of Education, Vol. XXVIII, No. 9, November, 1959. Pp. vi + 194.

This annual directory is compiled by the Bureau of Education Research. It contains the membership lists of the State Board of Education, the Teachers' Retirement Board, Commission of Credentials, State Curriculum Commission, and the professional staff of the State Department of Education. It also includes lists of city, county, and district superintendents of schools and their administrative and supervisory staff members, the schools in each district, and the principal of each school.

Copies of the directory have been distributed to administrative and supervisory personnel and their staff members. The price to others is \$1.00 plus sales tax on California orders.

California Journal of Elementary Education. Vol. XXVIII, No. 1, August, 1959. Published quarterly in August, November, February, and May, by the California State Department of Education. Pp. 64.

This issue of the *Journal*, based on a study by the Bureau of Elementary Education, California State Department of Education, of seventh and eighth grades in California public elementary schools, contains articles on (1) the implementation of the National Defense Education Act through typical elementary school projects in science, mathematics, and foreign language; (2) organization and curriculum; (3) educational backgrounds and experience of teachers; and (4) planning school facilities for young adolescents.

This issue of the *Journal* also includes selected references regarding growth and development, guidance, aspects of the curriculum, and a list of motion pictures and filmstrips.

Copies of the *Journal* are distributed without charge to school officials in California primarily concerned with the administration and supervision of elementary education and to institutions engaged in the training of teachers for the elementary schools. To others the subscription price is \$1.00 per year; the price for single copies is 30 cents.

ADOPTION OF EMERGENCY REGULATION BY DIRECTOR OF EDUCATION

Estimated Average Daily Attendance. The Director of Education, acting under the authority of and implementing Education Code Sections 353 and 19581 (1959 Statutes), amended Section 2042 of Title 5 of the California Administrative Code, relating to estimated average daily attendance, and adopted the same as an emergency regulation (effective October 1, 1959).

NOTE: The complete text of the amended section of the California Administrative Code will be published by the California Administrative Register.

For Your Information

STATE BOARD OF EDUCATION ACTIONS

The following actions were taken by the State Board of Education at its regular meeting held in Sacramento, October 15 and 16, 1959.

Approval of Changes in School District Organization

In accordance with the provisions of Chapter 16 of Division 2 of the Education Code (Section 3151), the Board approved the following proposals regarding changes in school organization:

Formation of a unified school district in Fresno County—A proposal by the augmented Fresno County Committee on School District Organization that an election be held to determine whether the voters in the Clovis, Dry Creek Union, Fort Washington-Lincoln Union, Jefferson Union, and Pinedale elementary school districts, and in the portion of the Temperance-Kutner Union Elementary School District situated north of King's Canyon Road, wish to form a unified school district.

Formation of a unified school district in Los Angeles County—A proposal by the augmented Los Angeles County Committee on School District Organization that an election be held to determine whether the voters in the Los Angeles City Elementary School District wish to form a unified school district.

Changes in Rules and Regulations

Exemption from State College Fees. The Board, acting under the authority of Section 152 and implementing Section 10652 of the Education Code, repealed Group 7 of Subchapter 4 of Chapter 1 of, and added Section 948 to Title 5 of the California Administrative Code, relating to exemption from state college fees to read as follows (effective November 20, 1959):

948. *Exemption from Fees under Education Code Section 10652.* A person who seeks exemption from fees pursuant to Education Code Section 10652 and who is a resident of California shall on or before the date he registers file with the college a certification by the Division of Educational Assistance, Department of Veterans' Affairs, or by any branch thereof, that one of the following circumstances exists:

(a) The person is receiving assistance under the provisions of Division 4, Chapter 4, Article 2, of the California Military and Veterans Code.

(b) The person is a child of a veteran of the United States military service who has a service-connected disability and whose annual income not including governmental compensation for such service-connected disability does not exceed \$3,000, such income being computed on the basis of the veteran's income during the calendar year immediately preceding the day when the child of the veteran actually registers in the college.

Classification of Employees for Pay Plan Purposes at State Colleges. The Board, acting under the authority of and implementing Education Code Sections 152 and 23604, amended Section 962 of Title 5 of the California Administrative Code, relating to classification of employees

for pay plan purposes at state colleges, to read as follows (effective November 20, 1959):

962 (i). Student assistant—an employee with pay roll title of student assistant.

Revocation of Credentials for Public School Service

The Board revoked the credentials, life diplomas, and other documents for public school service heretofore issued to the following persons, effective on the dates shown:

<i>Name</i>	<i>Date of birth</i>	<i>Revocation effective</i>	<i>By authority of Education Code Section</i>
Aughinbaugh, George Franklin, Jr.	9-11-11	October 16, 1959	13202
Bovee, Carla Paige (alias Carla Paige Bovee Redding)	12-30-36	September 14, 1959	13205
Davies, Allan Hardy	8-29-18	October 5, 1959	13205
Eordekian, George	11-21-28	September 28, 1959	13205
Glass, Donald Arthur	5-11-29	September 16, 1959	13205
Jackson, Thomas Eldon	1- 7-10	October 16, 1959	13207
Jorgenson, William Lloyd	9- 3-26	October 16, 1959	13207
Keith, Helen Ann	7-21-35	September 20, 1959	13205
Knight, Lawrence Wilton	1-14-31	July 21, 1959	13205
Livingston, Helen Raddon	1- 3-06	October 16, 1959	{ 13202 13129
McCance, William J.	4-13-31	October 16, 1959	{ 13202 13129
Maurer, George	2-21-16	October 16, 1959	13207
Woods, Tedd Dixon	6-18-28	October 16, 1959	13207

REGULATIONS ADOPTED BY STATE TEACHERS RETIREMENT BOARD

The following actions were taken by the State Teachers Retirement Board at its meeting held October 16, 1959.

Deposit of Retirement Annuity Fund Contributions. The State Teachers Retirement Board, acting under the authority of Education Code Sections 13864 and 14155, and implementing Education Code Section 14411, added Section 20513 to Title 5 of the California Administrative Code, relating to the State Teachers Retirement System, to read as follows (effective November 21, 1959):

20513. *Deposit of Retirement Annuity Fund Contributions.* The amount of the deposit due because of an election made pursuant to Education Code Section 14411 may be paid into the Retirement Annuity Fund in one sum or in not more than 60 monthly installments, provided that no installment, except the final installment, shall be less than \$25, and provided further that, if paid in one sum, said payment shall be made within 30 days from the date said election is received in the office of the System in Sacramento. If any payment due hereunder is not received in said office within 120 days of its due date, the election made pursuant to said Section 14411 shall be cancelled in accordance with the provisions of that section, unless, in the opinion of the board, said payment would have been so received but for circumstances not within the control of the member.

Option to Repay Withdrawn Contributions. The State Teachers Retirement Board, acting under the authority of and implementing Education Code Sections 13864 and 14155, amended Section 20512 of Title 5 of the California Administrative Code, relating to the State Teachers Retirement System, to read as follows (effective November 21, 1959):

20512. *Option to Repay Withdrawn Contributions.* An election pursuant to Education Code Section 14155 to redeposit contributions previously withdrawn must be received by the board at its Sacramento office no later than 90 days from the date on which notice of the right to make such election was mailed by the board to the member at his latest address on file with the board or to his employer; otherwise, the right to so elect shall be deemed to expire at the end of said 90-day period unless, in the opinion of the board, said election would have been so filed but for circumstances not within the control of the member. If any payment due because of said election is not received in said office within 120 days of its due date, the election shall be cancelled, unless in the opinion of the board, said payment would have been received but for circumstances not within the control of the member. If the election is cancelled, the member's rate of annuity fund contributions shall be determined retroactively under the provisions of the State Teachers' Retirement Law and as it would have been had the election not been made; any payments made under the election shall be refunded to the member after deducting any retirement annuity fund contributions due because of the adjustment in his rate.

SCHOLARSHIPS AND LOANS OFFERED BY CALIFORNIA CONGRESS OF PARENTS AND TEACHERS, INC, 1960-61

The California Congress of Parents and Teachers, Inc., has allocated \$210,500 this year to assist young people with loans and scholarships. The following educational student aid is offered:

Student Loans—For the current school year, \$145,500 has been allocated to assist students with loans of \$400 a year (payable \$200 per semester). Loans may be used for any type of higher education, professional or vocational. No interest will be charged if repayment is made over a period equal in length to that for which the loan was granted. Any balance remaining at the end of that period shall carry a 4 per cent interest charge until the debt has been cleared. The California Congress of Parents and Teachers Student Loan Committee meets bimonthly throughout the year, beginning in July, and considers applications at each committee meeting.

Special Education Loans—Annie Bean Fund. This special fund supplies ten summer loans of \$100 each for advanced training in the field of teaching deaf and/or hard-of-hearing children. Work may be taken at any accredited institution in the state offering such courses. Application forms are available from the California Congress of Parents and Teachers State Office after December 15, 1959. The deadline for application return is March 1, 1960.

Scholarships and fellowships offered by the California Congress of Parents and Teachers for the 1960-61 school year are as follows:

Elementary Teacher Education Scholarships—Forty-eight awards of \$400 each for upper division and graduate students training to teach in the public elementary schools of California are available at the state colleges; University of California, Berkeley; University of California, Los Angeles; University of California, Santa Barbara College; California State Polytechnic College; Chapman College; College of the Pacific; La Verne College; Mount St. Mary's College; Occidental College; Pasadena College; George Pepperdine College; University of Redlands; University of Southern California; and Whittier College. Grants carry a commitment to one

year of teaching service in the public elementary schools of California immediately after graduation. Application should be made to the scholarship committee of the school.

Secondary Teacher Education Scholarships—Thirty-six awards of \$400 each for fifth year students training to teach on a general secondary credential in the public secondary schools of California are available at the state colleges; Claremont Graduate School; College of the Pacific; University of California, Berkeley; University of California, Davis; University of California, Los Angeles; and the University of Southern California. Grants carry a commitment to one year of teaching service in the public secondary schools of California immediately following the year of graduate study. Application should be made to the scholarship committee of the school of the student's choice.

Glenn Ellen Scott Special Education Fellowships—Fourteen grants of \$1,000 each are offered for a year's graduate study in any field of training for teaching the handicapped child, the work to be taken at Los Angeles State College or San Francisco State College. The recipient must agree to teach for at least two years in the special field of training in the public schools of California in return for a fellowship. Application forms are available from the California Congress of Parents and Teachers State Office and from the two colleges after December 1, 1959. The deadline for application return is March 15, 1960.

International Relations Fellowships—Three grants of \$1,000 each for a year's graduate study in international relations in the United States are offered. The grants carry commitments to at least one year of public service. Candidates are nominated by the graduate awards committee of each college and university in the state. The final date for names to be forwarded to the California Congress of Parents and Teachers State Office is March 1, 1960.

Counseling and Guidance Scholarships—Fifty summer scholarships of \$150 each are offered for advanced training for those already employed half-time or more in school counseling and guidance. Work may be taken at the accredited colleges and universities in the state which offer such courses in the summer of 1960. Awards carry commitments to one year's counseling and guidance work in California public schools. Application forms are available from the California Congress of Parents and Teachers State Office after December 1, 1959. The deadline for application return is February 1, 1960.

Children's Librarian Fellowships—Four grants of \$1,000 each are offered, one through the University of California School of Librarianship, Berkeley, and the other at the University of Southern California School of Library Science. Application should be made to the director of the library school. The grants are open to graduate students planning to enter library work with children in public schools or public library systems; and carry commitments of two years of service immediately following receipt of credentials (kindergarten through grade twelve).

Teacher Education Workshop Scholarships—Fourteen summer session scholarships of \$50 each are offered for attendance at the one-week workshop devoted to special studies in teacher education. Location of the workshop is determined yearly by the sponsoring organizations. Applicants may be teachers or administrators in public education or in colleges or universities. Application forms are available from the California Congress of Parents and Teachers State Office after April 1, 1960. The deadline for application return is July 1, 1960.

Social Work Fellowship—One grant of \$2,200 for advanced study in the field of social work or social welfare is offered. The grant carries a commitment of two years service immediately after receipt of credentials (kindergarten through grade twelve). For further information and for applications, write to the California Congress of Parents and Teachers State Office.

A Reserve Fund in the amount of \$5,000 has again been set up this year. A portion of this fund will be used for scholarships to the Parent Education Workshops during the summer of 1960, and the balance will be used for any other special scholarships that may be set up during the current year.

Nancy Pauline Turner Fund—Voluntary donations to this fund over a period of approximately six years have supported the Nancy Pauline Turner Music Scholarship. The plan for 1960-61 will be the same as that followed in the past four years: One grant of \$400 will be awarded to a woman student in the junior, senior, or graduate year, who is preparing for a general secondary credential and a special secondary credential in vocal music. Application should be made to the music department of one of the schools accredited to recommend for the special credential in vocal music. Recipients will be eligible to apply for a continuation of the scholarship, but not more than three students will be financed in any one year. Awards carry a commitment to one year of service in the secondary public schools of California for each year of award.

Unless otherwise indicated, address requests for detailed information and application forms to the State Office of the California Congress of Parents and Teachers, Inc., Suite 300, 322 West 21st Street, Los Angeles 7, California.

AMERICAN LEGION HANDBOOK ON EDUCATIONAL OPPORTUNITIES

The Scholarship Information Service of the National Child Welfare Division of the American Legion has published the ninth edition (revised fall, 1959), of its handbook on educational opportunities, *Need a Lift?* as a part of its program to insure care and protection for the children of veterans, and to improve conditions for all children. This 80-page handbook which lists career opportunities, educational benefits, scholarships, student loans, and other educational aids, is useful as an implement in the counseling and guidance of students in their choice of careers.

Copies of the handbook are available for distribution to organizations, churches, and schools at the cost of 15 cents each, postage included. Quantity orders may be secured from the Scholarship Information Service, American Legion, P.O. Box 1055, Indianapolis 6, Indiana.

VALLEY FORGE TEACHER'S MEDAL AWARD

The Freedoms Foundation at Valley Forge, a nonprofit, nonsectarian, and nonpolitical organization, has announced that a new medal award will be offered to classroom teachers for exceptional service in the cause of responsible citizenship by bringing appreciation of our way of life to their students. Nominations of teachers in grades one through twelve should be sent to Teacher's Awards, Freedoms Foundation, Valley Forge, Pennsylvania.

DIRECTORY OF THE CALIFORNIA STATE DEPARTMENT OF EDUCATION

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